



From the Hanna Atari computer comes the Atari version of KidScript, a Gr.2 based screen editor designed for my 3-year old to practice typing his name. The screen displays the current page, line and position of the cursor, and all the editor keys work as they would in E:. I have not yet designed the printing routine, but I would like to make it print LARGE letters independent of the printer being used, so it will probably print block letters using an array of some text character, like '*'. If you would like a pre-release copy of KidScript/Atari, send \$10 for disk, shipping, and moral support to me (address in the mailing list on p. 1). You will continue to receive information about the progress of the program as well. Please make checks payable to JEHL Software; the IRS frowns on a business that doesn't show any sales! If you have any contact with MS-DOS users who may be interested in KidScript/IBM, ask them to contact me. That version includes drawing with the TURTLE, and a really NEAT graphics dump of the current screen. The price of KidScript/IBM is \$70.

The following letter from Gordon Bigalke (see address in the mailing list) supports the premise that there are a great many teachers willing to SHARE the abundant public domain software and are willing to devote the time and energy to maintain such a large database and make it available to you:

Dear John,

I am enclosing the survey from the March issue of ATN. Again, I would like to express my sincere appreciation for the fine job you have done over the years. I am truly sorry to see this effort end and I would sincerely appreciate a listing of all those who are still using Atari computers in their schools.

Even though the Atari using community is not large enough to make it economically feasible for a commercial company to support them, there is still a significant number who need as much help as possible. Indeed, that is a major problem of all computers in the classroom, there is just not assistance available in the way that the classroom teacher needs and can use it. Quite frankly most of the commercial software as it has been presented and used so far, just does not fill the bill. That is sad...even tragic, because if it continues a large part of a significant resource will have been wasted until we are able to produce another generation of teachers who have been properly trained in the use of computers as a classroom tool.

In order to make the computer a more useful tool, especially for those who are using Atari computers where so little help is available, we initiated GAUL (Academic Users Library) with its offering of Public Domain software for the 8-bit Atari computers. It has been a moderate success as we have sent materials to over 40 states and also overseas. Now that I am in the process of retiring and have more time, I have transferred the project to my home and am continuing the work myself. This has greatly speeded up response time, and allowed me to significantly expand the offering. The current project is to supply a series of DATABASES including instructions and a lesson sheet. The first part of the series is complete and I am now working on the second part which will allow the students to complete the design of the DATABASE and determine what information to enter into it themselves.

I would sincerely appreciate any input you or others might have. I wish you the best of luck in the future and hope that you will keep in touch with the membership. Thanks!

Many thanks for all the letters of encouragement and support. The Atari Teachers' Network proves that the need for quality hardware at a reasonable price is a reasonable and attainable expectation in the educational market. TOO BAD Atari can't find the means of tapping this powerful and, in the long run, lucrative market: kids most often want the computer that they use in school.

John E. Hanna



The following people have expressed an interest in keeping in touch with other Atari using educators. Take advantage of the experience and skills of these hardy souls!

Name	Address	C-S-Z	Comment
Abel, Barbara	Box 2798	APD NY 09131 (Germany)	Give Students more time on computers.
Barzaga, Orlando	132 W. 122 St. rm 110	NY, NY 10027	Ass't Reg. Supervisor, Manhattan Technical Assistance Center.
Bennet, Robert	Mohawk & S. Church St	Allentown, PA 18103	Make people aware of Atari computers.
Bennett, Michael	2207 Glynn Arven Ct.	Augusta, GA 30906	Computer Lit. grades 1-6. Need Curr. also for JHS.
Bigalke, Gordon	44 E. Sharlear Dr.	Essexville, MI 48732	Every teacher easily and effectively use computers.
Carino, Tony	6201 S St. Bx 15830	Sacramento, CA 95852	Mix computers with video.
Connelly, Ralph	11 Beckwood Dr.	Fonthill, ONT L0S 1E0	Need good teacher utils, problem-solving software.
Courtney, Robert	33 Olcott St.	Middlebush, NJ 08873	getting more Atari 800s...what to do with 'em?
Duke, Pamela	1013 N. Daisy St.	Lompoc, CA 93436	Encourage problem-solving at ALL grades.
Fairhall, Bruce	Blayne P5 Lindsay St	Blayne, NSW 2799 Austral	Building software collection.
Folsom, Ralph	788 N. Fair Oaks #26	Sunnyvale, CA 94086	Teach BASIC to 6-12 yr. olds.
Frascarelli, L.	1521 Bouton Rd.	Troy, NY 12108	I'm into WRITING music software.
Hanna, John	29 Nebraska Trail	Hopatcong, NJ 07666	I'm gonna write an article on programming and mathematical proofs!
Heeley, Ann	1132 Spruce Ave.	Sidney, OH 45365	Let's get some GOOD QUALITY software.
Kicken, Johannes	1527 Vassar Av. NW	Canton, OH 44703	Use computers with handicapped children.
Kind, Mariola	380 Howard Ave.	Fair Lawn, NJ 07410	Introduce the elegance of programming in Logo.
King, Paul J. D.	53 Belknap Dr.	Northport, NY 11768	I need usable software in the classroom.
Little, Elliot	2325 Mill Creek Rd.	Ukiah, CA 95482	Let computers enhance the classroom
McClain, Russell	Garnish Elem.	APD NY 09053-0005 (W.Ger)	Word Processing c/ AtariWriter
Moore, Hugh	413 Moross	Grosse Pointe, MI 48236	Staff Education
Reiseck, Randall	32305 Red Mt. Rd.	Hemet, CA 92343	Looking for simulations, good D&P, economical network for HD.
Roszak, Patty	8100 Guinevere Dr.	Annandale, VA 22003	

From Orlando Barzaga:

The Manhattan technical Assistance Center is a division of the Office of Technology, NYC Bd. of Ed. The MTAC offers courses, staff development, technical assistance, etc., to the high schools and the community school districts in Manhattan. Each of the 5 boroughs has a Tech. Ass't Center. This office also has a very large software library which is open to educators who wish to review software before making purchases. Currently the Atari section is very small and outdated.

This is also the home of the Big Apple Bulletin Board. The (BAB) is an instructional bulletin board where both students and teachers can share ideas via EMAIL or by uploading or downloading information. An Atari SIG is coming soon. This will make it possible to do research with just one phone call to (BAB).

Although the MTAC is designed to serve the needs of Manhattan's schools, the BAB is available to anyone who wishes to participate. The phone number for the BAB is (212) 662-0100. Leave a message in FEEDBACK to get a password to enter the Private Menu or to make arrangements for an EMAIL box.

Thoughts that run through a computer's mind:

The intellectual significance of programming came to light the other day as I wondered why math teachers have traditionally been the driving force behind computer programming in school. The correlation between programming and mathematical proofs is more important and complex than you suspect. Consider the thought processes that comprise programming and proofs: Postulates, axioms, constraints, definitions, goals, structure, LOGIC, results, etc.

In programming, we begin with a set of axioms, and definitions: the programming language statements and their syntax. Our goal is to 'prove' a desired output or process. In between we combine the axioms and definitions to form theorems, corollaries, and more theorems (procedures/subroutines) that will help us in our ultimate goal. These procedures become part of our 'library' of functions that we often call upon in other 'proofs'.

When the program does what it is supposed to do, we can 'QED' it.

I am more convinced than ever that it is this isomorphism between programming and mathematics that makes programming enjoyable for me; that teachers of mathematics would be well advised to become proficient programmers; that a mathematics teacher who does not enjoy programming probably does not enjoy doing mathematics either; that programming provides MORE than a means of teaching problem-solving: it is a concrete example of a mathematical model!